

**University of Costa Rica  
School of Modern Languages  
BA in English and BA in English Teaching**

**Course Syllabus**

<b>Name: English Grammar III</b>	<b>Requisites: LM-1240, LM-1245, LM-0353 o LM-1244</b>
<b>Course code: LM-0354</b>	<b>Co-requisites: None</b>
<b>Credits: 2</b>	<b>Cycle : V</b>
<b>3 hours a week for in-class work 6 hours a week for out-of-class work</b>	<b>Type : B.A. in English and B.A. in English Teaching</b>
<b>Level: Third year</b>	<b>Modality: High virtuality</b>

**I. Description**

English Grammar III is for intermediate level students pursuing the B.A. in English and B.A. in English Teaching. The main purpose of this course is to aid students in the construction of linguistic forms with greater syntactic variety using the indicative and the subjunctive moods, the passive voice, among other contents. To achieve this purpose, students will use as a foundation the contents studied in English Grammar I and English Grammar II regarding the verb system and sentence structure. Similarly, the learning achieved in this course will serve as the basis for acquiring knowledge of subsequent grammar courses. Since mastery of grammatical structures is essential for precise oral and written communication, this course addresses them specifically, giving students the opportunity to demonstrate their mastery. In this way, students can better understand the basic relationships between the various structures of English in order to produce speech with a higher level of complexity. The principles of focus on form are used to guide student attention to key grammatical aspects of discourse in context. This course is high virtual. Two types of sessions will be implemented: virtual (with asynchronous tasks and synchronous sessions) and on campus instructions. The university platform "Mediación Virtual" will be used to upload different types of material, instructions for asynchronous tasks and to schedule synchronous sessions.

**II. Objectives**

**General Objective**

At the end of this course, students will be able to correctly and appropriately apply fundamental syntactic and semantic aspects of English to analyze, describe and produce sentences with greater syntactic variety according to specific contexts.

## Specific objectives

- A. Analyze the meaning and use of modal auxiliaries and modal-like forms in context.
- B. Use direct and indirect speech applying correctly changes in tense, modality, yes/no and information question structure, as well as changes in pronouns, determiners, demonstratives and adverbial structures.
- C. Use the passive voice showing its meaning in different contexts.
- D. Recognize and use the subjunctive and indicative mood in various contexts.
- E. Differentiate between conditional sentences in the subjunctive and indicative mood and identify their meaning.

## III. Contents

- 1. Modal auxiliaries
  - a. Modals: *will, shall, can, could, would, must, may, might, should, ought to*
  - b. Modal-like forms: *be able to, can't help, can but, can hardly and barely, would like, be used to, may as well, be to, and others*
- 2. Direct and indirect speech
  - a. Questions in indirect speech
  - b. Tense changes in indirect speech
  - c. Modal auxiliaries in indirect speech
  - d. Changes in pronouns, determiners and adverbial structures
- 3. The passive voice
  - a. The construction of the passive voice
  - b. The agent
    - i. including the by agent
    - ii. omitting the by agent
  - c. Usage of the passive voice
  - d. Ditransitive verbs and the passive voice
  - e. Negative particle and passive voice
  - f. Causative verbs and the passive voice
- 4. The indicative and the subjunctive mood
  - a. The subjunctive mood in formulaic expressions
  - b. The subjunctive and that-noun clauses
  - c. The subjunctive in wish sentences
  - d. *Wish versus hope*

## 5. Conditional sentences

- a. In the indicative mood
  - i. Different tenses
  - ii. Combined time conditions
- b. In the subjunctive mood
  - i. Different tenses
  - ii. Combined time conditions
- c. Combination of moods
- d. If clauses with modals and modal-like forms
- e. Substitutes and alternate forms of if

## IV. Methodology

Classes consist of asynchronous guides, synchronous sessions and face-to-face on campus sessions on the UCR campus. Documents will be posted in the online site of the course in MV. This platform will be used to systematize the virtual component of the course. Students will become aware of syntactical structures by using the focus on form approach. During the lessons there will be presentations, videos and group discussions to study the main theoretical grammar structures. Students will also do practice exercises with particular emphasis on communicative and structural exercises. During practice, the instructor acts as a facilitator. Student active participation is essential for adequate understanding of the structures and mastery of their use. Authentic materials on current events will be used to analyze the use of structures in context. Students are expected to study the material at home and do their homework in order to actively participate in class discussions. Students will get the date and the link for each synchronous session in advance so that they can previously set their equipment and physical space. Quizzes and exams will be administered during on-campus sessions and on paper.

## V. Evaluation

Quizzes (3)	30%
Exam 1	30%
Exam 2	30%
Project	10%

**Description of the Project:** Students will work in small groups (number of members to be defined by the professor) to generate a product based on the topics covered in the course. In the final project, students will create a text or audiovisual production related to the contents of the course and about a current issue. A grading scale and detailed instructions will be provided by the instructor during the semester.

## Evaluation notes:

- Absences on scheduled evaluation days must be justified by presenting the required documents to the instructor who will proceed according to the regulations set forth in article 24 of Reglamento Académico Estudiantil.
- Every student is subjected to the rules included in Reglamento de Régimen Académico Estudiantil de la Universidad de Costa Rica.

## VI. Bibliography

Kozicki-Jones, Sonya, Alfaro Murillo Vilma, & Flores Mora Berta. (2009). *Using English verbs*. Editorial Universidad de Costa Rica.

Reference material:

Alfaro, Vilma & Berta Flores, (1995). *Practicing English syntax*. San José: Editorial Universidad de Costa Rica.

Azar, B. (2003). *Fundamentals of English Grammar*, Third Edition. Longman Press, USA

Azar, B. S., & Hagen, S. (2009). *Understanding and using English grammar* (4th ed.). White Plains, NY: Pearson Longman.

Fuchs, M.; Bonner, M.; & Westheimer, M. (2006). *Focus on Grammar 3*. Pearson-Longman, USA

Longman. (2004). *Longman advanced American dictionary*. Essex, UK: Pearson Education.

Maurer, J. (2006). *Focus on Grammar 5*, Third Edition. Pearson-Longman, USA

Oxford. (2010). *Oxford advanced learner's dictionary: International student's edition*. (8<sup>th</sup> ed.). New York: author.

Swid, E. (2005). *English Grammar for ESL Learners*. Mc. Graw-Hill, USA

Walker, E. & Elsworth, S. (2000). *Grammar Practice for Upper Intermediate Students*. Person Education Limited, Spain.

## VII. Other resources

Supplementary material provided by the instructor

## VIII. Tentative timetable

Important note: Quizzes and exams will be administered during on-campus sessions and on paper. A date change for any evaluation means having an on-campus session.

SEMANA	TEMA
1 March 11 - 15 <b>Sesión Presencial</b>	Introduction to the course Modal auxiliaries Modals: <i>will, can, could, would, must</i>
2 March 18 – 22 Sesión Virtual (Trabajo asincrónico y sesión sincrónica)	Modal auxiliaries <i>may, might, should, ought to</i> Past constructions: <i>modal + have + past participle</i>
<b>March 25 – 29 EASTER</b>	<b>NO CLASS</b>
3 April 1 - 5 (Trabajo asincrónico y sesión sincrónica)	Modal-like forms: <i>be able to, can't help, can but, can hardly and barely, would like, would rather, would sooner, be used to, used to, get used to, may as well, might as well, had better, be to.</i>
4 April 8 - 12 (Trabajo asincrónico y sesión sincrónica)	Modal-like forms: <i>be able to, can't help, can but, can hardly and barely, would like, would rather, would sooner, be used to, used to, get used to, may as well, might as well, had better, be to.</i>
5 April 15 – 19 <b>Mon, April 15<sup>th</sup> Holiday</b>	Indirect speech <b>Quiz #1: modals and modal-like forms for group 01</b> <b>No class for groups 02 and 03</b>
6 April 22 - 26 <b>Semana U</b> (Trabajo asincrónico y sesión sincrónica)	Indirect speech The Passive Voice

<p>7 April 29 – May 3</p> <p><b>Wed, May 1<sup>st</sup> Holiday</b></p> <p><b>Sesión Presencial</b></p>	<p><b>Quiz #1: modals and modal-like forms for group 03</b> The passive voice (continued) The construction of the passive voice</p> <p><b>No class for group 01</b></p>
<p>8 May 6 – 10</p> <p><b>Sesión Presencial</b></p>	<p><b>Exam 1</b> <b>Modals, modal-like expressions, past constructions with modals and indirect speech.</b></p>
<p>9 May 13 – 17</p> <p><b>Sesión Presencial</b></p>	<p><b>Professor will socialize project instructions.</b> The passive voice The construction of the passive voice Usage of the passive voice Ditransitive verbs and the passive voice</p>
<p>10 May 20 – 24</p> <p>(Trabajo asincrónico y sesión sincrónica)</p>	<p>Modifiers in passive Negative particle and passive voice</p>
<p>11 May 27 - 31</p> <p><b>Sesión Presencial</b></p>	<p><b>Quiz #2: passive voice</b> The indicative and the subjunctive mood The subjunctive and that-noun clauses</p>
<p>12 June 3 - 7</p> <p>(Trabajo asincrónico y sesión sincrónica)</p>	<p>The subjunctive in wish sentences (future, present and past) <i>Wish versus hope</i></p>
<p>13 June 10 - 14</p> <p>(Trabajo asincrónico y sesión sincrónica)</p>	<p><b>Students submit project.</b> Conditional sentences in the indicative mood Different tenses</p>
<p>14 June 17 - 21</p> <p><b>Sesión Presencial</b></p>	<p><b>Quiz #3: subjunctive mood vs indicative mood</b> Conditional sentences in the subjunctive mood Different tenses</p>
<p>15 June 24 – 28</p> <p>(Trabajo asincrónico y sesión sincrónica)</p>	<p>Substitutes and alternate forms of <b>if</b></p>

16 July 1 – 5 <b>Sesión Presencial</b>	<b>Exam 2</b> Passive voice, indicative vs subjunctive, conditional sentences and alternate forms of if.
Finals Week July 8 – 12	<b>Final grades reported no later than Wed, July 10<sup>th</sup></b>
July 15 - 19	<b>Ampliación Exam</b> <b>Thursday, July 18<sup>th</sup>, 8:00 – 12:00</b>